

Monuments in the Classroom



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Editor's Note

War is one of the most tragic events in the history of humanity. Wars are also some of the most significant events in human history. Wars have shaped society and our lives through the changes they have brought. The American Civil War is one such example. They have also been examples of shameless, destructive loss such as World War I and America's time in Vietnam.

Indianapolis has more war memorials than any other city except the national capital, Washington, D.C. How can Indiana teachers use these and other memorials throughout the state to teach history, government, and civics in their classrooms?

May/June are serious months when studying America's wars. At the beginning of May, we celebrate VE Day. At the end of May comes the solemn day, Memorial Day. And at the beginning of June is D-Day. In August are the two days on which the United States ushered in the nuclear age by dropping atomic bombs on the Japanese cities of Hiroshima and Nagasaki. Soon after comes VJ Day. This year we also saw a significant date for the surrender of General Lee to General Grant at Appomattox Courthouse effectively, although not totally ending the American Civil War and definitively answering the question of whether states can secede from the Union.

In 1915, the Great War was fully underway. We find

ourselves commemorating the hundredth anniversary of various events in this war that ripped Western Civilization apart.

Discussions of war and its place in our history have a central place in our social studies classrooms and in our society. As we move closer to perpetual war for perpetual peace, we are called more than ever to debate the use of war as a tool of international policy and national security.

Just as in the Middle Ages, we find ourselves faced with asking, "what is a just war?" We also find ourselves asking "when is war an appropriate form of diplomacy by other means?"

At the same time, there are millions of American citizens who gave their lives in the many conflicts in which the nation has engaged. Americans have died for the glorious causes of Independence and preservation of the Union. They have also died for causes such as defeating Mexico, so we take what is today America's Southwest or crushing the military power of the indigenous peoples of North America.

Throughout American history, we have honored these individuals for their service to our nation and our society separate from our feelings about the policies the nation has pursued that lead to these conflicts.

Clearly our monuments deserve a place in our classrooms and our classroom discussions.

ICSS President's Letter

Dear ICSS Members,

This issue of Viewpoints is close to my heart in several ways. For the last 15 years I have taken my students on field trips to the Indiana War Memorials Museums in Indianapolis. I enjoy sharing these local treasures with my students as we explore Indiana's contributions to our nation's involvement in conflicts and wars and honor those who served. Last weekend I travelled with our History Club after school to Fort Benjamin Harrison for the opening ceremony of The Moving Wall, the half replica of the Vietnam Veteran's War Memorial. Included in the ceremony was a blessing by the American Indian Council, music of by the Crossroads of America Scout Band, the placing of wreaths, the arrival of the Lawrence mayor by Huey helicopter, and a speech by Sammy Davis, Medal of Honor recipient. It was a unique and memorable experience for my students and reinforced for me how fortunate I am to be teaching social studies. The world is my classroom.

This will be the last letter I write as ICSS President. In June, Ellie James will take the helm of ICSS, and I know it will be in good hands. What started as a reluctant run for Vice President turned into an unexpected two year term as ICSS President. I have always felt that my strengths in leadership are as a

behind the scenes person.

I had previously enjoyed being a member of the ICSS Board of Directors on several occasions, but I did not desire to be on the Executive Board. But run I did. The experience has been enriching and the opportunities it afforded have been invaluable. If you have ever considered serving in a leadership position in ICSS, I hope you will consider a future run for the Board or as an officer. (If not you, who?) It has been my honor and my pleasure to serve you as ICSS President. I will continue to be active as Past President, so I'm not going anywhere. But I did want to say "thank you" to all who have joined, emailed, questioned, called, suggested, and attended conferences. Your involvement has made my life richer and my memories sweet.

I look forward to seeing you at the NCSS Great Lakes Regional Conference hosted by the Indiana Council for the Social Studies on Friday, November 20, 2015 at St. Luke's United Methodist Church in Indianapolis. The conference theme is Celebrating Statehood: Connecting Yesterday and Today. We will be sending out Requests for Proposals later this month with a deadline of July 15th. We are making the final arrangements for several exciting speakers and will announce their names soon.

Have a fantastic end of the school year!

Susan Tomlinson
Susan.tomlinson.icss@gmail.com

ICSS Director of Communication Letter

Like President Susan Tomlinson, this issue is a topic dear to me. To live in Indianapolis, a city so rich with monuments, about 42 of them, is to be surrounded by symbols of our past. Every day we see them. Indianapolis television is rich with logos for news broadcasts that feature the Indiana Soldiers and Sailors Monument. We center our geographic understanding of Indianapolis (falsely) on the monument on the Circle. We turn that monument into the "world's largest Christmas tree" each November with great pomp and pageant. Those of us in Indianapolis live among the monuments and thus we often stop seeing them or stop seeing them for what they are.

In this issue of Viewpoints, we argue for using our monuments in our classrooms. Each year, IUPUI teachers a course called "teaching with Historic Places." This course helps teachers understand how to use the National Parks Services format of lesson plans to bring historic places into classrooms as primary sources in the teaching of history. You can consider this course, or you can go to the National Parks Service and study a number of their Teaching with Historic Places lessons to gain an understanding of how to create such lessons.

While I was on the faculty of Western Illinois University, Dr. Robert Lombard of WIU, and Dr. Charles White, then of George Mason University, had perservice teachers doing Teaching with Historic

Places units. I joined them for writing up the project for publication. The WIU students used the local town, Macomb, Illinois as their place. They covered the town completely with emphasis on the Lincoln - Douglas debate that took place there. Dr. White's students did their unit on Alexandria, VA.

When I returned to Indianapolis, I began thinking about a large unit with lessons across time centered on Indianapolis war memorials. I found much of it had been done by students in the IUPUI course. That does not mean others in Indiana will not want to create units the combine monuments in Indianapolis and their counties for there is hardly a county without a Civil War monument not to mention others.

Today with digital photos and video on your mobile phone (no mobile phone when we did the project at WIU) anyone can easily start a Teaching with Historic Places lesson or unit. The next step beyond the photos is the location of primary documents to include in the lesson(s).

During the 2015-2016 academic year, ICSS professional development is going to focus on finding, evaluating, bundeling, and using primary sources in your classroom. Think of the USS Indianapolis Memorial combined with primary and secondary documents on Truman's decision to use the atomic bombs. Apply historical thinking to these documents and you have a powerful set of lessons. Make student take the decision Truman had to.

Congratulations to our Dennis Beadles Pre-Service Teacher Award Winners!

Stephanie Sink- Ball State University

Luke A. Shyposki- Taylor University

Ali Ronallo- Butler University

Nick Sevigny- Purdue University

Amy Landuis- Huntington University

Jessica Frauenknecht- Grace College

Award Nominations Due

It's time to get your awards nominations in for this year. The deadline is 15 September. Nominations are open for the Jane Lowrie Bacon Project Mini Grant (\$300), Outstanding Teacher Award, Special Service Award, Stan Harris Citizen's Award.



National Council for the Social Studies Great Lakes Regional Conference sponsored by the Indiana Council for the Social Studies

Celebrating Statehood: Connecting Yesterday and Today

November 20th, St. Luke's United Methodist Church,
100 West 86th St., Indianapolis Indiana.

Questions? Contact Don Fortner at Fortnericss@gmail.com.

Hometown Heroes Service Learning Project – Lesson Plans from the Vietnam Veterans War Memorial Fund

The Vietnam Veterans' Memorial Fund is the agency responsible for the building of the Vietnam Veterans' Memorial, known as The Wall, in Washington, D.C. Today they are working to raise funds for an Education Center next to the Wall. In the meantime, the VVMF (www.vvmf.org) has developed a series of free lesson plans available for download. These lesson plans are expertly written and include carefully chosen outside resources.

The Hometown Heroes Service Learning Project includes four (4) major lesson plans*:

A- Remembering Those Who Sacrificed encourages students to learn more about local veterans whose names are on The Wall by researching their biographical information, gathering photos, and identifying them by hometown or locality. This also includes an effort to find a photo for every soldier whose name is listed on the Wall of Faces. <http://www.vvmf.org/Wall-of-Faces/>

B- Preserving Veterans' Personal Stories encourages students to preserve the oral histories of local veterans who served in all of our nation's military conflicts through research and personal interviews.

C- Commemorating Our Veterans encourages students to volunteer in their community or plan a

ceremony honoring local veterans to coincide with Memorial Day or Veterans Day.

D- Understanding Healing Through Memorials encourages teachers and students to take a field trip to The Wall in Washington, D.C., visit The Wall That Heals (a traveling half-scale replica of The Wall), or visit a local war memorial.

*Lesson plans align with Common Core Standards Initiative, including the College and Career Readiness Standards (CCRA) and the National Learning Standards

Several teachers in Indiana assisted in the field testing of these lessons with very positive results. Dawn Crone of Brownsburg High School worked with her students to raise funds for and design a veterans' memorial for their school that was dedicated during a ceremony to honor local veterans. Susan Tomlinson of Franklin Central High School worked with her U.S. History classes and History Club to preserve oral histories and search for photos for The Wall of Faces. (For more information about the Wall of Faces project, see the article by David Hines in this issue.) The Hometown Heroes lesson plans provided guidance and resources for highly successful projects.

To download the 22 page Hometown Heroes lesson plans, go to:
<http://www.vvmf.org/hometown-heroes>



Fort Gordon, Georgia 1965
Dear Dad,
Pop, if I do go into combat I intend on doing my job to the best of my ability. However, I don't intend on being a hero. I might be wrong; but in my way of thinking, the only heroes there are, are the men who get killed in the process of doing their job.

April 20, 1966
Dear Mother,
A year is a long time to spend in a place, but I believe it's worth it. For I want nothing more than to see my loved ones on my own soil.
Love to all,

Teaching with Indiana War Memorials through Field Trips

"When we got to the shrine room, everyone was quiet. It was awe inspiring to be in such an amazing room."

The Indiana War Memorials and Museums in Indianapolis provide many lessons in history and civics. The comment above came from one of my students when we visited the Indiana War Memorial's Shrine Room this spring. This WWI Memorial was built as a way commemorate the end of the "War to End all Wars." The Shrine room IS magnificent, and for many it is a highlight.

For the last 15 years I have taken students on an annual field trip to explore the myriad of war memorials in Indianapolis. Indy is home to more war memorials than any other city in the U.S. except for Washington D.C., and most are within easy walking distance. Prior to taking students, I explored each memorial and museum on my own to scope out the route and pre- and post-trip written assignments. All of the destinations are free of charge, so, for students, a \$5 fee for the bus is very affordable. I take one bus of about 50 students and my Inclusion Class Teacher's Aide (who happens to be a veteran) comes as a chaperone.

We begin our tour by having the bus drop us at the west side of the Indiana State Capitol Building. Although not a part of the Indiana War Memorials, most of my students have never been to the State House. We enter through the bottom floor doors, go through the metal detector, and head upstairs for a walk past the Indiana Department of Education and to the rotunda where I provide some background information. We head out the east door, pausing for a photo opportunity and a brief talk about Governor Oliver P. Morton's support of the Civil War as we stand next to his statue.

Heading east to Monument Circle our next stop is the Colonel Eli Lilly Civil War Museum in the base of the Soldiers and Sailors Monument. We begin by watching the video in the small open theater. I divide students into two groups; one group going right and the other left to make for smaller groups. I serve as their guide once they get to the camp life section, pointing out the various pieces of equipment used. Students are encouraged to spend some time examining the details of a print of a drawing created by a former prisoner of Andersonville Prison. It includes a large aerial view of prison conditions and smaller insets of prisoner treatment. This is not to be missed.

We venture up the Monument, either by 300+ steps or for \$1 you can ride the elevator for a panoramic view of the city. Know that the space at the top is small and crowded. This is a worthwhile activity, however, if time is short, this would be a part

of the field trip I would cut (with a large group, in particular) if you need more time for the monuments. Following this we head to Circle Center food court for lunch. For years I had students bring a sack lunch, so a picnic on the steps of the Monument on a sunny day is nice. One year a parent dropped off a table and coolers of drinks, and we had pizza delivered. Now, though, I find that it is just as simple to give students 30 minutes at the food court around 11:00, prior to the lunch crowd.

Several blocks north of Monument Circle is the Indiana War Memorial National Historic District. The Indiana War Memorial includes the impressive Shrine Room, Pershing Auditorium, and on the lower floor a museum tracing Indiana's involvement in wars and conflicts ranging from Revolutionary times to the present. The museum is spread out in such a way that students can easily progress on their own. (I stay in the lead, and my teacher's aide brings up the rear). Some of the highlights include an impressive WWII poster collection, uniforms and helmets, and weapons, a helicopter, and jeep.

Crossing the street to the north is the Veterans Plaza and includes outdoor memorials for WWII and the Korean and Vietnam Wars. Each of these monuments includes a list of Hoosiers killed during the war. There are also timelines and excerpts from letters written by soldiers inscribed on the monument.

Our school field trip bus policy requires that we leave no earlier than 9:00 and return by 1:45. It is a busy day, and I always call ahead to let the people at the Indiana War Memorial know when we are coming. They do provide guided tours, but I prefer to do my own. It is always wise to check the website for

museum hours and special events (e.g. the Indiana War Memorial is closed on Veterans Day due to special events).

Student feedback indicates that this is a memorable and worthwhile experience. This field trip follows our study of World War II and the Cold War and sets the stage for the Vietnam War. Not only does it enhance and expand students' understanding of the scope of war, it cultivates an appreciation for the contributions and sacrifices made by and for our democracy and way of life.

Susan Tomlinson
Franklin Central High School, Indianapolis, IN

The links below provide additional information, maps, and Civil War lesson plans.

Indy Monuments and Memorials
<http://www.visitindy.com/indianapolis-monuments-memorials>

Downtown Map, including War Memorials
http://cdn.visitindy.com/web_files/concierge/Maps/Downtown-Hotels.pdf

Indiana in the Civil War, camp life, home front, medical care, African Americans and the U.S. Colored Troops.
<http://www.in.gov/iwm/2372.htm>

Indiana War Memorials Commission
317 232-7615
Indiana War Memorial Plaza District
iwm@source.isd.state.in.us

Susan Tomlinson
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REMEMBER OUR VIETNAM HEROES AND
PUT A FACE WITH THEIR NAME

As we all know, there are more than 58,300 names on the Vietnam Veterans Memorial in Washington D.C. The greatest number of deaths in Vietnam were from my generation, those of us that are in our mid 60s. Seventy-five percent of those we lost were under the age of 24. The Vietnam War became the war of our generation, and it is our obligation and duty to make sure that these heroes are remembered and honored.

The Vietnam Veterans Memorial Fund's, Putting a Face With a Name and Faces Never Forgotten programs, are ways to make sure this will happen. Their effort aims to collect as many photos as possible for each name inscribed on The Wall. Even if the Memorial Fund already has a photo of the individual, you are encouraged to submit one anyway. <http://www.vvmf.org/faces-never-forgotten>



If teachers share this information with their students and community members, they could research and find the photos of their local Vietnam War casualties,

making a huge contribution supporting these VVMF programs.

The veterans that still living in his or her hometown, and served during the Vietnam War, are very likely to have known some of these men, or their families. There may be family members still in the area to contact, but if not, the local high schools or alumni associations have old yearbooks, and libraries may even have files of obituaries that can be researched.

There is no better place to find photos of the men and women we lost in Vietnam, than in their hometowns. Every community does a great job honoring and remembering their local heroes. They have the photos, and know the stories that go with the names. By providing this information to the VVMF, we will help ensure that the men and women we lost in Vietnam are remembered for generations to come.

Every photo submitted will become a part of that specific person's webpage, and one of these photos will be displayed on the VVMF's Wall of Faces on their birthday. The Wall of Faces is currently displayed on the VVMF website, and it will become a larger than life display at the future Education Center at The Wall.

<http://www.vvmf.org/Wall-of-Faces/>



I read a statement during my research from the sister of one of our heroes, and I'm sure many others feel the same way. She said, "I want my brother remembered for more than just dying in Vietnam." There is no doubt that everyone will remember these men and women for their sacrifice, but they must also be remembered for the life they lived before they died.

Each photo submitted will tell a small story about the heroes that were lost. In some cases, time is running out to find these photos. There are 164 men that were born between 1908 and 1920 that died in Vietnam. Seventy-nine of these men do not have any photos on their web pages. From Brunson A. Derrick, Sr. (SC), Everard A. Davis (NY), James N. Galey (IN), to Frank L. Luc (CA). These men represent the generation of our fathers and grandfathers, and it is entirely possible that there are very few, if any of their relatives still with us. Research shows that the majority of these men served this nation in WWII, Korea and Vietnam. It becomes our responsibility to find their photos, to make sure that none of these heroes are forgotten.

Time is not the only critical factor in our search for photos. Photos can be lost, damaged or destroyed. The wedding photo of James R. Warren Jr. and his wife Connie is one of the few items saved when her house was struck by lightning and destroyed.



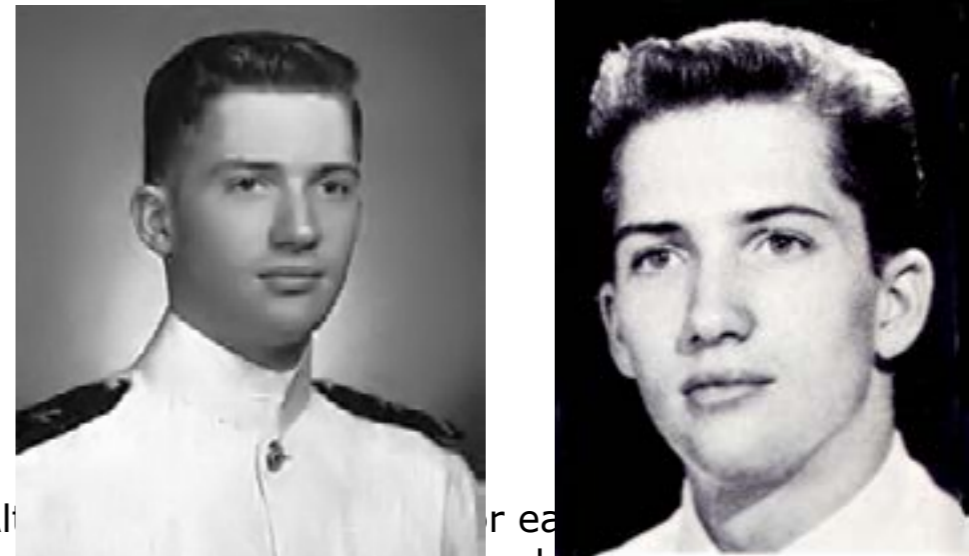
Searching for photos of 58,300 men and women is a huge task, and the many volunteers throughout the nation have made great progress. The call for photos campaign officially began in October of 2009, and on Veterans Day in 2013, the number had been reduced to 26,000. As of April 8, 2015, the number of photos needed is down to 17,664.

Four states have completed their effort to locate and submit photos for all of their casualties. The first to accomplish this was New Mexico on Oct 28, 2013, and they have now been joined by Wyoming, North Dakota, and South Dakota. The list is changing daily, but it provides an idea of the numbers of photos needed by each state or territory based on the service members home-of-record.

Some states are very close to being completing their list of names, but the remaining photos may be the hardest to locate. Other states or territories have a long way to go, but with everyone's help, the number of photos needed will be dramatically reduced. There are 8 states/territories that still need over 50% of their heroes photos. As of April 22nd, Indiana need only 80 photos.

A key thing to remember about your search is that the home-of-record information is not always where a person was born, where he or she grew up, or where they attended high school. Many persons enter their current residence or where the military induction took place.

One of the best examples of this is from an Indiana casualties. John W. Held (USAF) listed Indianapolis, Indiana as his home of record. Researching Indiana records didn't provide any information. I eventually found a classmate of John, where he told me that John graduated from high school in Florida, attended the U.S. Naval Academy and at some point, enlisted in the Air Force and listed Indy as his home-of-record. High school classmate, David Anderson and the U.S. Naval Academy were kind enough to provide photos for LTC Held's web page.



Although it is an important step, we want to emphasize that the VVMF wants to collect as many photos as possible. As you look at specific photos on the virtual Wall of Faces, you will see that the quality of some images are not as good as others. If the quality of a photo is poor, it ultimately means that a better photo is needed to be displayed at the Education Center at The Wall. The Education Center will bring these photos and their stories to life.

I have had the honor of finding some of the children, siblings, parents, widows, classmates and friends of some of these heroes. They have provided photos and stories that let us know a little more about the loved ones they lost. Every story is heart-breaking, but there are more photos and stories to find.

We have submitted over 400 photos to the VVMF. A niece with her Uncle, a Little League baseball pho-

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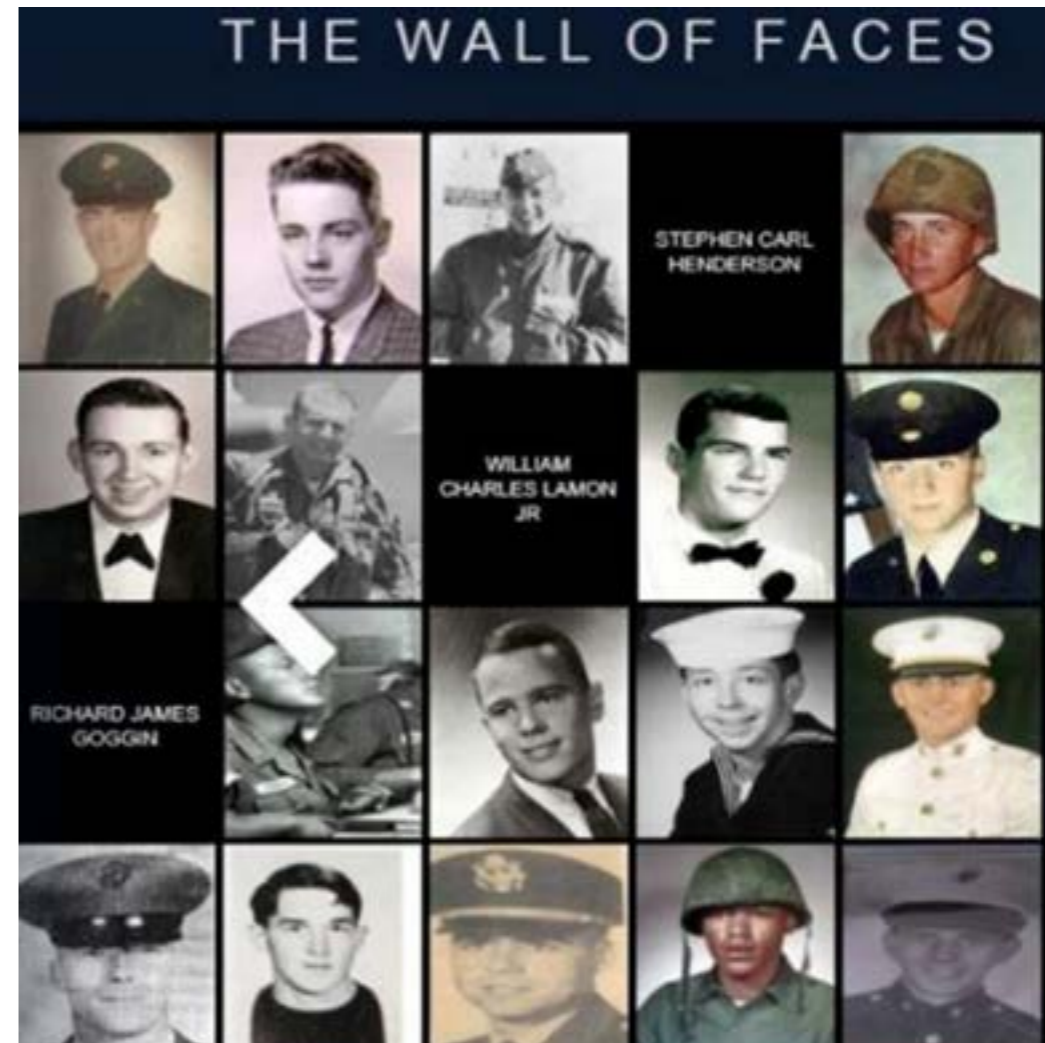
to, a wedding photo, family & school photos, and naturally many military photos.

Every thank you we receive for our work has the same theme. They are afraid their loved one is not remembered, and that they will be forgotten.

By putting a face with each name on The Wall, the men and women we lost in Vietnam are one step closer to never being forgotten. To submit photos to the Wall of Faces project, visit vvmf.org/wall-of-faces. Photos may be submitted online by searching for the servicemember's name and uploading the photo to their web page.

You can contact me at HOOSIERFACES@ATT.NET if you have any questions, or need any additional help.

David L. Hine
USAF - Retired
Greenfield, Indiana



Indiana War Memorial

The Indiana War Memorial Plaza Historic District contains two museums, three parks, and 24 acres of monuments, statues, sculptures, and fountains in the heart of downtown Indianapolis, making the state's capital second only to Washington D.C. in acreage and number of monuments dedicated to veterans. It is also home to the national and state headquarters of the American Legion.

The Indiana War Memorial is a prominent monument in downtown Indianapolis. It is located between Meridian Street and Pennsylvania Street, bounded on the North by East Michigan Street and the South by East New York Street. This memorial is a frequent fieldtrip destination along with the Soldiers and Sailors Civil War Memorial.

All monuments and museums are FREE. Today, many schools are finding it difficult to make fieldtrips. The Indiana War Memorial has responded to this problem. It has created a virtual tour of the Indiana War Memorial that teachers can use in their classrooms in place of a physical trip.

The virtual tour is located at url: <https://www.google.com/maps/place/Indiana+War+Memorial/@39.773702,-86.156912,3a,75y,175.64h,82.03t/data=!3m5!1e1!3m3!1sPsn-HD1AVxBf-SuAt6StctA!2e0!3e2!4m2!3m1!1s0x0:0xa45f-1d2e66420530!6m1!1e1?hl=en>

Use the QR code following and your phone camera.



WWI Monument to the War to End All Wars



General Steward Goodwin speaks about virtual tours of Indiana Monuments. url: <https://www.youtube.com/watch?v=ogLci9vViyE>



Indiana Soldiers and Sailors War Monument

The Indiana Soldiers and Sailors War Monument is Indiana's memorial to Indiana servicemen lost in the American Civil War. It sits in the very center of Indianapolis, on the Circle in the heart of the city. The monument is the unofficial symbol for Indianapolis and Indiana's tallest war monument. It is also Indiana's most beautiful war monument.

There is much to be learned from studying the exterior of the Indiana Soldiers and Sailors War Monument. Like the Indiana Statehouse, a block west of it, the Monument reflects the spirit of the North in the United States just after the Civil War. Massive, stately, resolute, it shows the confidence of the Union retained and renewed. It also is a clear demonstration of the huge contribution of Indiana to the Union war effort.

In the basement of the Indiana Soldiers and Sailors War Monument is the Lilly Civil War Museum. It provides the finest museum experience for those wanting to become acquainted with Indiana and the Civil War. The Museum is a prime field trip experience for Indiana elementary and secondary students.

The Indiana War Memorial Fund has also produced a virtual tour of the Indiana Soldiers and Sailors War Monument. Url: <https://www.google.com/maps/place/Soldiers+and+Sailors+Monument/@39.768305,-86.158076,3a,75y,6.62h,90t/data=!3m5!1e1!3m3!1sJfvx-wszCLPzYTDQpkSIFg!2e>

0!3e2!4m2!3m1!1s0x886b50bc261a1291:0x4efb96966bb31be9!6m1!1e1?hl=en



USS Indianapolis Memorial

The USS Indianapolis CA 35 was a heavy cruiser. It served as the flagship of the U.S. Pacific Fleet stationed at Pearl Harbor in the Territory of Hawaii during the 1930s. During World War II, the Indianapolis served in many naval expeditions. Its final task was to carry the two atomic bombs created by the Manhattan Project from the United States to the staging-point for their dropping on Japan. Returning from that trip, the USS Indianapolis was torpedoed by a Japanese submarine. Under orders, the USS Indianapolis was running with radio silence. No signal was sent at the time it was torpedoed. Most of its sailors ended up in the shark filled waters of the Pacific where they eventually drowned or eaten. At Pearl Harbor, the senior naval officers paid little attention to the fact that the Indianapolis had failed to return on time. Valuable time was lost saving what of her crew were still alive. The surviving crew members were behind the erection of the memorial on the canal in Indianapolis.

The memorial can be a jumping point for discussions of the War in the Pacific, ending the war with Japan, the use of atomic weapons, and the fate of sailors.

Rear Admiral Charles McVay of the USS Indianapolis was courtmartialled for the sinking of his ship. It was charged by the Department of the Navy that he was responsible for its loss because he failed to zig zag on his return to Pearl Harbor. He is the only naval captain in U.S. history to be courtmartialled for the loss of a ship to an act of war. His conviction destroyed his career and his life with him eventually committing suicide.

Surviving members of the USS Indianapolis CA 35, tried to exonerate his name. As part of a National History Day project, 12 year old Hunter Scott of Florida brought the issue back into the public eye with his National History Day Project. The result was a serious review and exoneration of Rear Admiral Charles McVay by the Congress and President Bill Clinton.

Surviving members of the USS Indianapolis crew meet annually at the memorial. Today there are very few crew members living. The 2014 meeting had the potential to be the last one with the crew members now being so advanced in age.

Visit the USS Indianapolis CA 35 museum online at url: <http://www.ussindianapolis.us/>



The Social Studies Classroom

From and for the social studies classroom

**Downtown Indianapolis Monuments Tour
Activity provided by Troy Hammon, Arsenal
Technical High School, Indianapolis Public
Schools.**

Tour Overview

Downtown Indianapolis Historic Monuments Field Trip Arsenal Technical High School Honors United States History & Honors World History

Objectives:

1. **Identify the role of Hoosiers and the United States of America in various military conflicts.**
2. Determine the political and military objectives of various military conflicts.
3. Develop a visual presentation that puts each military conflict in historical perspective.
4. Practice note taking and research skills including personnel interviews.
5. Generate a handwritten or computer drawn map of the tour.

Background Information

Students are responsible for knowing the historical, cultural, economic issues that caused the United States to get involved in various military conflicts.

The class has completed or will be completing studies of World War One and World War Two and the Cold War.

The Downtown Indianapolis Historic Sites Field Trip will bring home the personal nature of warfare.

Throughout the field trip students will be given opportunities to see for themselves the names of those who fought the world's conflicts.

In addition, students will be able to ask questions of those that currently help to preserve the historic sites.

Overall, take in the beauty of the memorials but also learn from those who came before in an effort to preserve our freedoms and avoid their mistakes.

The Tour

1. Begin at the **Civil War Museum** in the bottom of the Soldiers and Sailors Monument.
<http://www.in.gov/iwm/2335.htm>
2. Go to the **Indiana World War Memorial** (honoring the fallen of WWI) and the military museum located in the bottom of the memorial. <http://www.in.gov/iwm/2333.htm>
3. Go to north to the **American Legion Mall** and **Veterans Memorial Plaza** area north of the War Memorial.
-Located in this area are the World War Two, Korean and Vietnam memorials.
4. The tour continues down **the Canal**.
-Built in the late 1800's to provide a connection between the Great Lakes and the Ohio River
<http://www.discovercanal.com/userctl.cfm?PageContentTypeID=1&PageContentID=110>
5. **U.S.S. Indianapolis Memorial** which honors the loss of the crew of the ship that delivered the parts for the first atomic bomb.
6. ***COSTS \$5. ***Visit the **Indiana Historical Society** and visit the Indiana Experience.
<http://www.indianahistory.org/plan-your-visit/hours-and-admission>
7. Last stop is the **Congressional Medal of Honor Memorial**.
-Honors soldiers from the U.S. Civil War to today.

Substantiation Record: EVIDENCE that you took the tour
Downtown Indianapolis Historic Monuments Field Trip
Arsenal Technical High School
Honors United States History & Honors World History

Substantiation Record Instructions

1. Documentation must be included for each site.
2. You cannot get all of your proof from one site.
3. Feel free to ask the caretakers of the sites any question you need help with.

	<u>Possible Points</u>	<u>Earned</u>
➤ Handwritten notes about the sites. Length: one page maximum per site. *Refer to the objectives as to what to include.	10 each	
➤ Business cards (Each card must say something different.)	5 each	
➤ Pictures or drawings (Taken or done by you.) *Pictures showing you at each site must be included.	5 each	
➤ Rubbings (names, symbols, maps, dates, or other engraved markings) -You must ask permission in a building. -Do not use marker and do not deface the memorial.	10 each	
➤ Scrapbook or a Movie (May use Movie Maker or a similar video software. <u>NO</u> PowerPoint) ○ FOCUS on the objectives on page 1! ○ You can't do both a scrapbook and a movie. ○ You cannot turn in a scrapbook if you already did one this school year. ▪ MUST do a video of some type that you appear in rather than a scrapbook.	50	

The combined items must total equal 150 possible points to qualify to be graded.

-This is not a guarantee of earned points.

-If the total of the substantiation record does not equal 150, the project will not be graded.

***If you do not turn in the evidence, none of the assignment will be graded.**

The scrapbook must follow this organizational format:

Part 1: Cover page: Class name, your name, date, period and title of the project.

Part 2: Map of the tour.

Part 3: Substantiation Record

Part 4: Your reflections on the experience.

The movie must follow this organizational format:

Part 1: Introduction: Class name, your name, date, period and title of the project.

Part 2: The tour and the Substantiation Record.

Part 3: Your reflections on the experience.

Some classroom solutions

You want to have your students work with those important personages in history. What can you do. There's the old long list of names and accomplishments. What about using trading cards in place of the ubiquitous lists?

Here's a way to quickly create these trading cards. Use ReadWriteThink's trading card creator. Find it at url: <http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html>



A few clicks takes you to the page where you actually build the card. See the picture below. You fill in the information slots. This populates the card. Once you've finished placing information on the card, you can save it. You can save up to 8 cards in a collection.

In the digital image, you can see me starting to make cards for the high school online course in world history. Students need to know some of the most significant pharaohs. We're solving that problem with Trading Card Creator.

Fifth grade teachers

The fifth grade indicators list a number of Revolutionary War figures students should know. Is Trading Card Creator an option for this requirement?

Fourth grade teachers

Is this an option for your many Indiana History personages?

The screenshot shows the 'TRADING CARD CREATOR' interface. On the left, a preview of a trading card for 'Egyptian Pharaohs' is shown. The card has a title bar with 'Egyptian Pharaohs' and 'Real Person' below it. Below the title bar is a large box with the text 'Click here to insert an image.' Below that are two sections: '1 Background' with fields for 'Time period:', 'Location:', and 'Role:'. Below that is '2 Major Events' with fields for 'Events:' and 'Response:'. At the bottom of the card is 'by: Robert Brady' and a 'FLIP' arrow. On the right, a form titled 'Complete the information to create your new card.' is shown. It has a '1. Background' section with three text input fields: 'Time period: When did Egyptian Pharaohs live or when did the important events of this person's life occur?', 'Location: Where did Egyptian Pharaohs live or experience an important event?', and 'Role: What was Egyptian Pharaohs's job or work?'. At the bottom of the form are 'Edit Topic', 'Finish Editing', and navigation arrows. At the top right of the interface are 'Open' and 'Save' buttons. At the bottom left is a 'Start Over' button.

In the high school world history course, we arrive at the Exodus of the Hebrews from Egypt in the segment on the origins of the Hebrews. The Hebrew version of the event is recounted, however, at the end of the segment as the Hebrews are exiting Egypt, there is a need to provide some multiple perspectives. To quickly do that, the course includes a breaking news broadcast on the exit of the Hebrews. Naturally such a report would be from the Egyptian perspective.

ClassroomTools.com's Breaking News Screen Generator is used to create the look of evening news with a breaking report. Find it at url: <http://www.classools.net/breakingnews/>



Fill in the info slots. Then click the green download button and you have a digital picture of a TV screen evening news breaking news announcement.

Here is the screen that was produced. WHN is the established World History Network already in the course. The screen is supplemented with a talking head avatar as reporter on the scene.

